

Colorado Schools Making Gains

Reading & Writing

May 2007



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Colorado Department of Education
Office of Learning and Results
201 E. Colfax Avenue
Denver, CO 80203
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Introduction

This publication illustrates a sampling of Colorado schools that despite a variety of challenges are accomplishing achievement results that are noteworthy. These schools and others were identified through a statewide study of Colorado reading and writing conducted by the Colorado Department of Education Office of Learning and Results. The report, entitled “The State’s Look at Literacy”, compiles the findings of this statewide study and makes recommendations for ways that schools may replicate these reading and writing achievement results.

Profiles of the schools that presented at the 2007 Colorado Reading Summit entitled, *Leveraging Literacy: Increasing Your Return On Investment*, are included herein. School profiles summarize results, demographics and systemic educational practices contributing to positive results in reading and writing.

A variety of data sources were used to identify schools to present at the Summit. Therefore, data on the schools included in this publication should not be used for comparison across these schools. In addition, data are presented on specific groups of students who are making gains or achieving over time. This publication does not account for the achievement of other student groups in these schools.

Methodology used for identifying “Gain Making” schools:

The data used in this process were cohort data based on CSAP reading and writing scale scores from 2004 to 2006. The individual student scores were matched using the state assigned student identifier (SASID) for students who remained in the same district (not necessarily in the same school) from 2004 to 2006. Students included in the analyses at each school were students who achieved the normal grade progression over the three year period. For example, a fifth-grade student in 2006 had to have a valid score on the fifth grade CSAP in 2006, the fourth grade CSAP in 2005 and the third grade CSAP in 2004.

Statistical significance was determined by statistically testing the difference between the 2004 standardized mean score and the 2006 standardized mean score for each school. Schools of various sizes were included in the analysis. The statistical significance test adjusts to the number of students included in each grade and school. The significance test also adjusts to the use of matched data over time.

Methodology used for identifying “Accomplished” schools:

The data used in this process were the school’s CSAP reading and writing percent proficient and advanced in 2004, 2005, and 2006. Schools that maintained 80% (or more) or 90% (or more) of their students scoring proficient or advanced three years in a row were considered.

School profiles in this document are organized alphabetically. An index at the back of the document organizes the presenting schools by district, geographic region, and school type.

For more information regarding schools that get results, please visit the Office of Learning and Results website at www.cde.state.co.us/cdeassess/documents/olr/index_olr.html

ALSUP

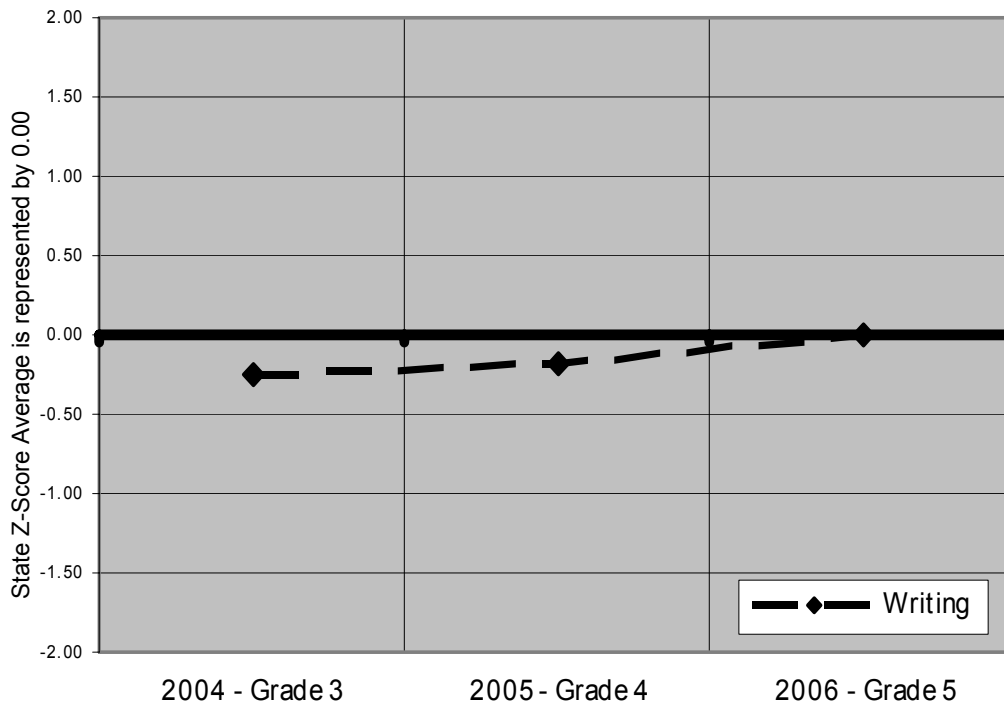
ELEMENTARY SCHOOL

Adams County 14

CSAP Writing Achievement



Alsup Elementary - Grade 5



7101 Birch Street
Commerce City 80022
(303) 288-6865

DEMOGRAPHICS

Grade Level: PreK-5
of Students: 493
Region: Denver Metro
Charter? No
Minority: 77%
Non-Minority: 23%
Free/Red. Lunch: 78%

Recently, Alsup Elementary was awarded the Regional Title One Distinguished School Award for the Denver Metro region and the Conference on Youth at Risk High Flying School Award through the National Network for Educational Renewal (NNER) and Georgia Southern University. We have closed the achievement gap for all sub-groups according to CSAP test data and we are proud that from 2004-2006 we further decreased that achievement gap by 3.62%. Alsup Elementary uses resources such as district referendum funds, Read to Achieve funds, a 21st Century grant, Americorp volunteers, Teacher Candidates from our partnership with UCD and extended time beyond the school day to target instruction and channel resources where needed to raise student achievement. Through consistent data driven conversations between the principal and each classroom teacher, we at Alsup make sure interventions and extensions are provided for each child to be productive and proficient students. We continually monitor the progress of our students through DIBELS and MAP testing to provide the appropriate instruction, fluidly group students and adjust our own instructional practices to meet the needs of each child.





CHEROKEE TRAIL

HIGH SCHOOL

Cherry Creek 5

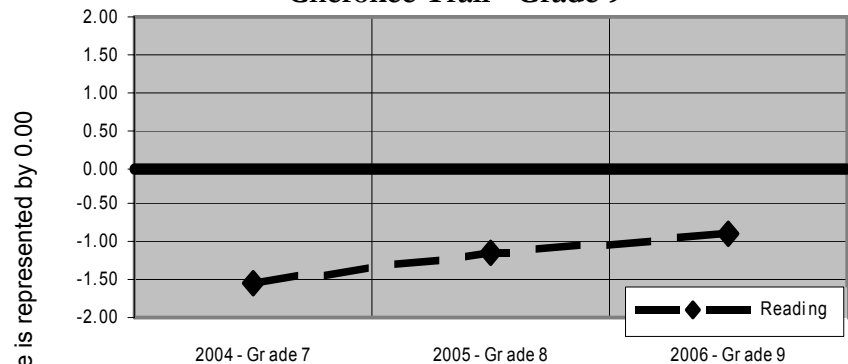
CSAP Reading Achievement with Students on IEPs

25901 Arapahoe Pkwy.
Aurora 80016
(720) 886-1900

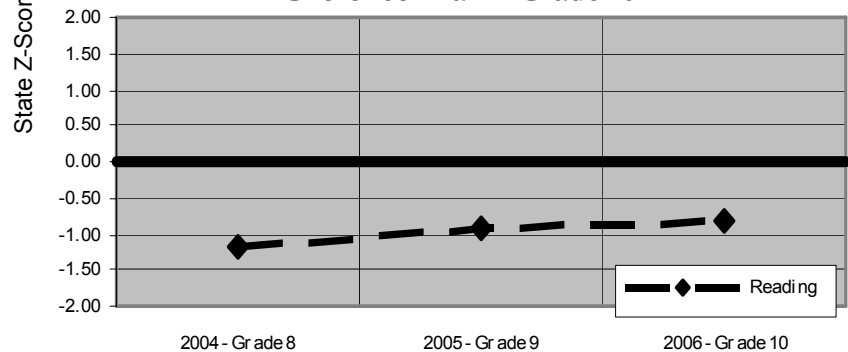
DEMOGRAPHICS

Grade Level: 9-12
of Students: 1,250
Region: Denver Metro
Charter? No
Minority: 31%
Non-Minority: 69%
Free/Red. Lunch: 9%

Cherokee Trail - Grade 9



Cherokee Trail - Grade 10



Cherokee Trail opened four years ago with an inclusive philosophy and desire to help the greatest number of students we possibly could. The 9th grade English Essentials classes (90 minute blocks, every other day) contain students who are not yet proficient in reading and writing. These classes have been designed to offer a significant emphasis in literacy, particularly the implementation of reading strategies, and are team-taught by a content area and special educator. This class provides literature that students of different reading abilities can effectively access which allows for everyone to be successful. Materials were purchased with departmental money as well as grant money. A Foundations of Reading course is offered for students who are significantly below grade level and need work with all five strands of reading. A dedication to the concept of not using a pull-out program and utilization of people with a passion to work with students that need the extra push in literacy has been accepted by all. Overall, the staff have high expectations for all students – resulting in great success.



CHEYENNE MOUNTAIN

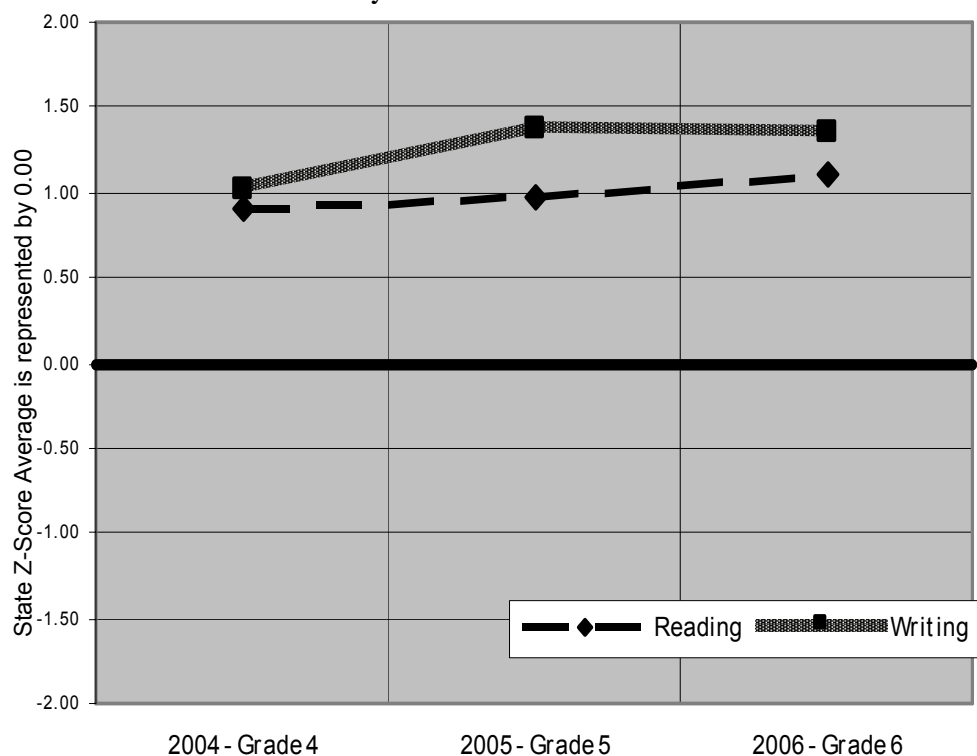
ELEMENTARY SCHOOL

Cheyenne Mountain 12

CSAP Reading & Writing Achievement



Cheyenne Mountain - Grade 6



5250 Farthing Dr.
Colorado Springs 80906
(719) 576-3080

DEMOGRAPHICS

Grade Level:	PreK-6
# of Students:	330
Region:	Pikes Peak
Charter?	No
Minority:	13%
Non-Minority:	87%
Free/Red. Lunch:	2%

Cheyenne Mountain Elementary has a long-standing history of academic achievement in our district and the State of Colorado. We have earned the title "School of Excellence" since 2002 and this year we were recognized as a National Blue Ribbon School. Our reading curriculum represents a network of many strands uniting to ensure that each child not only meets state standards, but also exceeds grade level expectations. Our philosophy is to use a wide variety of instructional techniques to meet students' needs. Our strong belief in early intervention practices guides how support staff are allocated to assist young readers. State assessment results are scrutinized to determine a student's strengths and weaknesses on the six state reading/writing content standards and teachers also view all historical CSAP data. Teacher collaboration is integral to achieving individual student goals. One-on-one instruction, small group, direct, and indirect instruction are given at the students' instructional level and reading and writing are integrated across all curriculum areas.. Literacy blocks are uninterrupted and 90 minutes long. Reading materials are purchased to support the identified, varying reading levels of all our K-6 students. Tremendous energy is invested in making sure all students at CME not only are reading at grade level, but also are passionate about literature.



The No Child Left Behind Blue Ribbon Schools program recognizes schools that make significant progress in closing the achievement gap or whose students achieve at very high levels.



P.O. Box 385
Cotopaxi 81223
(719) 942-4131

DEMOGRAPHICS

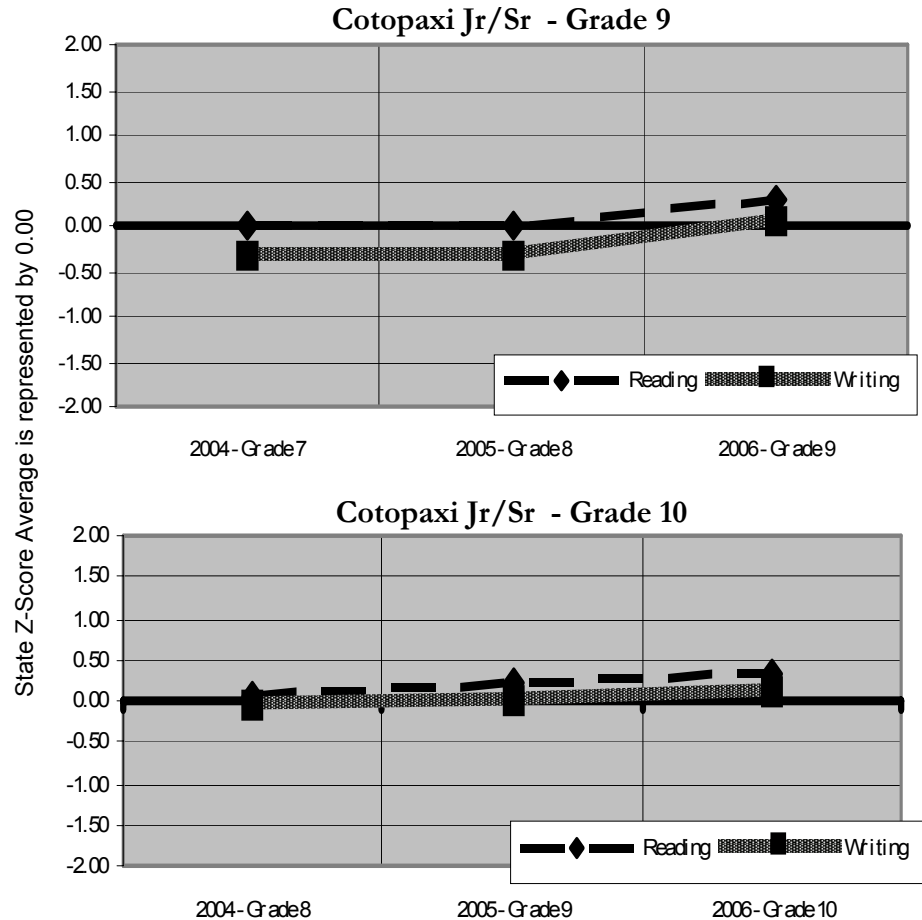
Grade Level: 7-12
of Students: 148
Region: Pikes Peak
Charter? No
Minority: 16%
Non-Minority: 84%
Free/Red. Lunch: 63%

COTOPAXI JR/SR

HIGH SCHOOL

Cotopaxi RE-3

CSAP Reading & Writing Achievement



In November of 2003, Cotopaxi received a wake up call in the form of a letter from CDE which we shared with everyone in our schools. Eighteen of twenty-three content areas were below state average test scores. Cotopaxi had scored the lowest in the region on ninth grade reading. With two new principals and a new superintendent, we began by educating ourselves. We attended data-driven professional development workshops and shared everything we learned with our teachers. We were not standards-based and that had to change. A high school basic literacy class was added for students who were not proficient in reading and writing. Explicit Instruction, increased rigor, bell-to-bell instruction, and walk-throughs became the norm. Professional Development was increased and a reading coach was hired. Project Write was attended by all secondary Language Arts teachers. Although we made countless changes, probably the single most effective strategy that we employed was shifting our mind set about the CSAP.

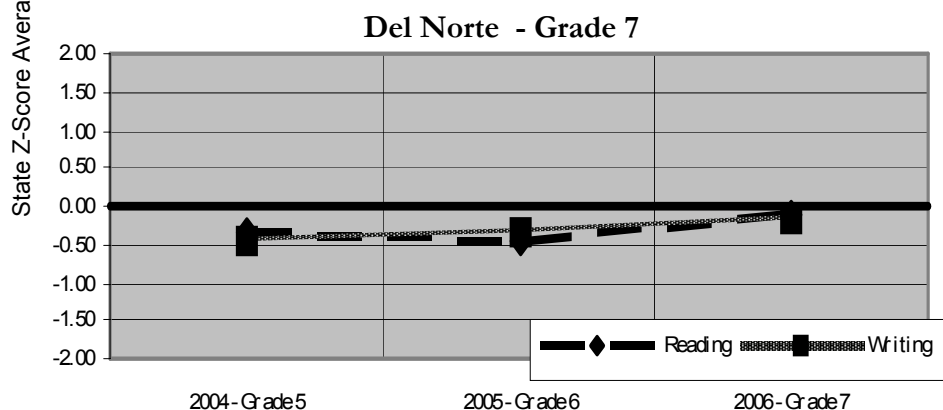
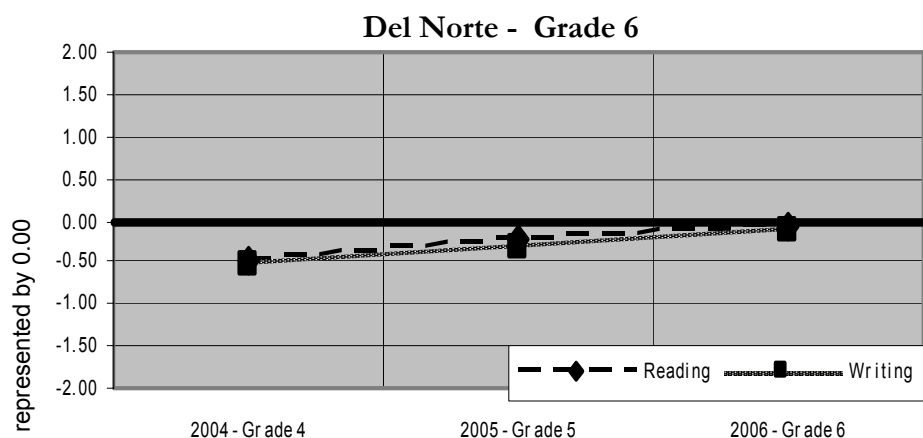


DEL NORTE

MIDDLE SCHOOL

Del Norte C-7

CSAP Reading & Writing Achievement



P.O. Box 159
Del Norte 81132
(719) 657-3080

DEMOGRAPHICS

Grade Level:	6-8
# of Students:	158
Region:	Southwest
Charter?	No
Minority:	58%
Non-Minority:	42%
Free/Red. Lunch:	66%

Del Norte Middle School is a student-centered school with a focus on standards, assessments, progress monitoring, and re-teaching when necessary. Our Language Arts/Reading curriculum was aligned in 2005, and we work hard to maintain it. Teachers develop topic maps and curriculum diaries to show all that is happening in their classroom. Curriculum meetings are held on a regular basis at the building and district levels. Our schedule reflects a tiered model of interventions, from Level 0 to Level 3, dictating the amount of time students are participating in language arts classes, tutorials and electives. Every teacher from P.E. to Math uses writing in their classroom and is responsible for ensuring the students' writing meets or exceeds the district program (Step-Up to Writing) standards. Accountability is critical and teachers are required to keep an assessment notebook to track students' progress. The notebook, which is reviewed by the administration quarterly, contains information such as: individual assessment data, parent contact log, teacher-made formative/summative tests, standards and assessment frameworks mastered, and what is being done for those that are not mastered. Finally, our motto is "WE WILL DO WHATEVER IT TAKES" for students' success.





FAIRVIEW

ELEMENTARY SCHOOL

Westminster 50

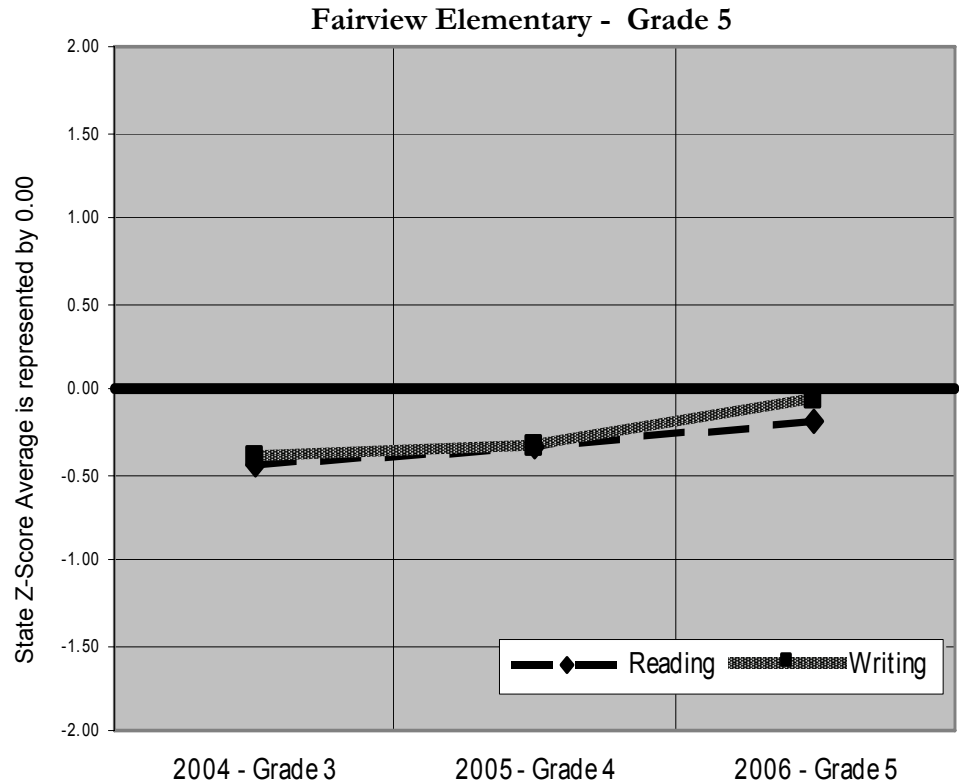
CSAP Reading & Writing Achievement

7826 Fairview Dr.
Denver 80221
(303) 428-1405

DEMOGRAPHICS

Grade Level: K-5
of Students: 355
Region: Denver Metro
Charter? No
Minority: 85%
Non-Minority: 15%
Free/Red. Lunch: 85%

Significant
Gains with
English
Language
Learners



The serenity prayer provides a good analogy for what we have done at Fairview to leverage resources to increase student achievement. *Accept the things you cannot change.* We celebrate that we are a minority majority school. All staff members are strong advocates for students and their educational and social needs—we are responsible for all kids. We have high expectations for all of our students! *Change the things you can:* We have greatly narrowed our curricular focus to reading, writing, and math. We integrate science and social studies into literacy. Our schedule facilitates collaboration between grade level teachers and specialists. We have strong instructional coaching that has positively impacted literacy instruction: using student work to guide instruction, choosing appropriate materials, and flexibly grouping students based on needs. Staff development has primarily focused on how to meet the needs of ELLs. We expect all teachers to be active language teachers. In our classrooms there is frequent teacher modeling, cooperative learning, and use of visual reference materials. Teachers adapt resources to ensure accessibility for all students. *Know the difference:* It's never an easy task to prioritize precious time and money. We have a leadership team that meets for an hour a week outside of school time. We have tried to build a culture of self-examination and honesty.



GREENWOOD

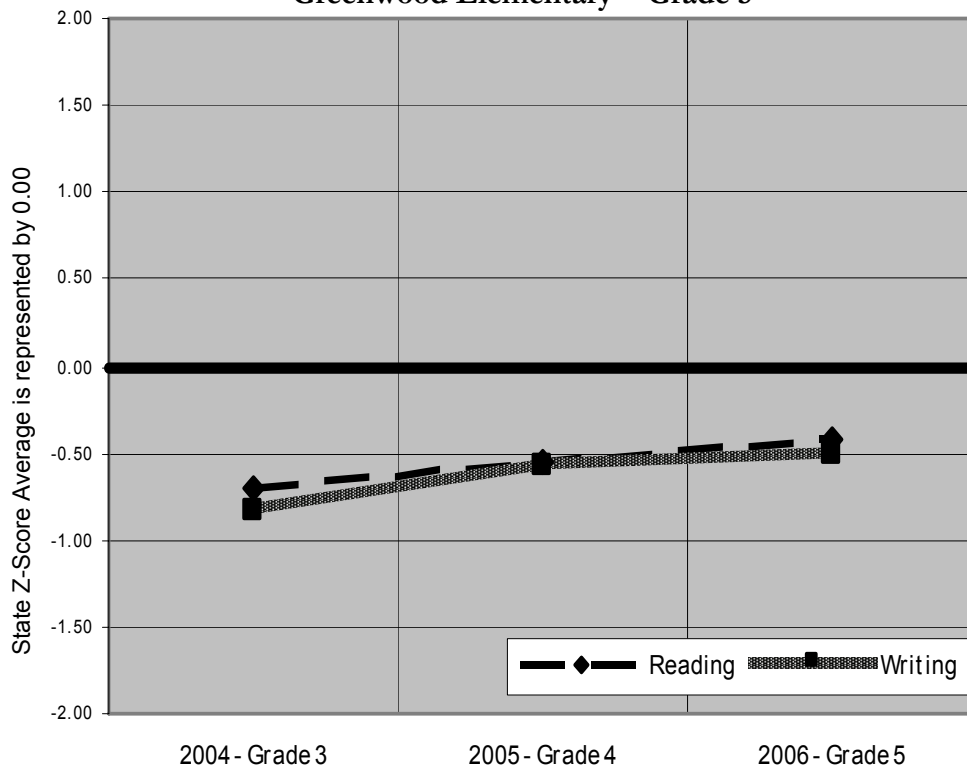
ELEMENTARY SCHOOL

Denver County 1

CSAP Reading & Writing Achievement



Greenwood Elementary - Grade 5



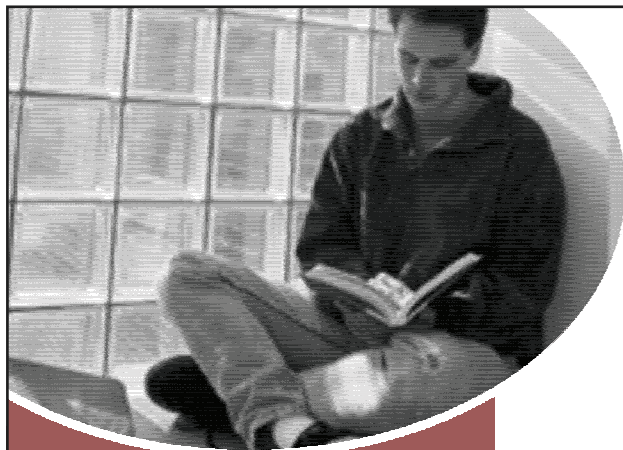
5130 Durham Ct.
Denver 80239
(303)371-0247

DEMOGRAPHICS

Grade Level: PreK-8
of Students: 678
Region: Denver Metro
Charter? No
Minority: 97%
Non-Minority: 3%
Free/Red. Lunch: 82%

Greenwood Elementary attributes reading and writing success to many variables. Key factors include differentiated staff development, highly trained & skilled coaches and a focus data and student achievement. We believe in rigor, relevancy & relationships. Weekly grade level differentiated staff development focuses on areas such as guided reading, reading strategies, developmental levels of reading, reading comprehension, assessment training, and genre studies. We have instituted grade level data teams/PLCs that examine CSAP scores, benchmarks and conduct item analysis to define power standards & align curriculum. There is monthly school-wide writing with collaborative scoring along with a focus on student achievement and needs. We monitor and test reading levels to drive instruction and interventions. Data is posted monthly. Two full-time literacy facilitators provide staff development, teacher coaching & feedback, individual student support, implementation & modeling of best practice and CSAP preparation. There is sheltered instruction, focus on oral language development & transition to academic language acquisition. Time is used efficiently through block scheduling; grade level platooning, before/after school tutoring. We focus on nonfiction writing, have a full day Kindergarten in Spanish & English along with daily intervention/enrichment labs & vertical teaming. We celebrate our students' work!

Significant
Gains with
English
Language
Learners



HACKBERRY HILL

ELEMENTARY SCHOOL

Jefferson County R-1

CSAP Reading & Writing Achievement

7300 West 76th Ave.
Arvada, CO 80003
(303) 982-0260

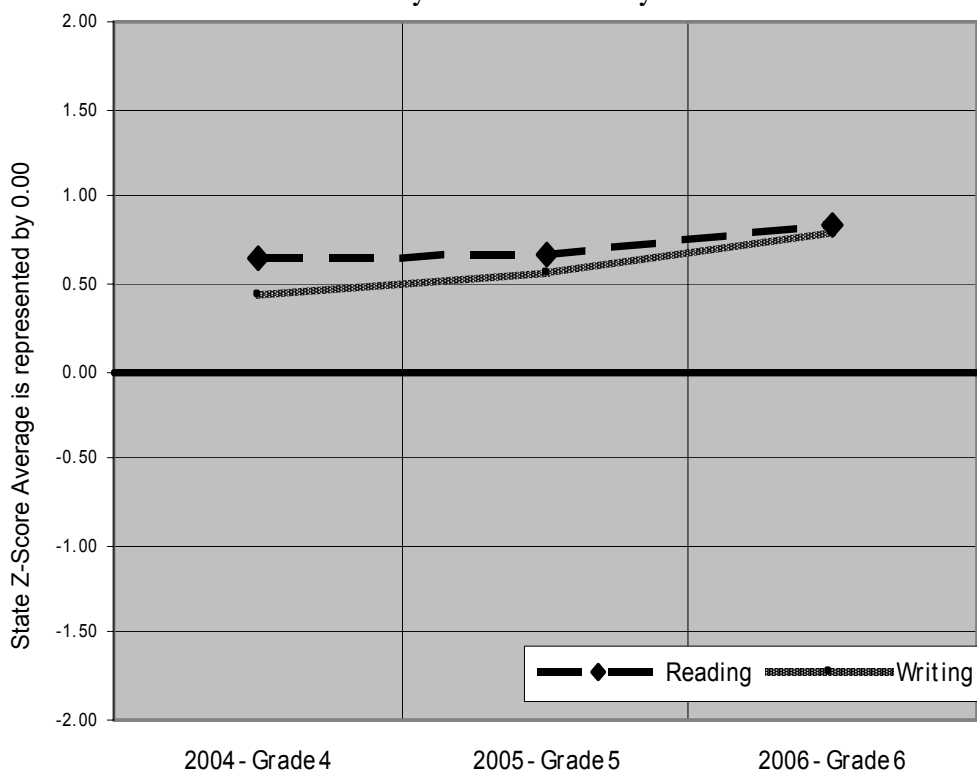
DEMOGRAPHICS

Grade Level: K-6
of Students: 455
Region: Denver Metro
Charter? No
Minority: 22%
Non-Minority: 77%
Free/Red. Lunch: 21%

80%

or more of Hackberry
Hill students scored
proficient/advanced
on CSAP from
2004-06

Hackberry Hill Elementary - Grade 6



First and foremost, high expectations for all students and staff! This includes students' academic performance *and* behavior. Our teachers strive to provide quality core instruction as well as strategic instruction and intensive instruction where necessary. We use assessment data and progress monitoring to drive instruction. We identify "gaps" and the individual students needing extra support. We work collaboratively to provide this support. We have created several ways to identify, monitor, and provide strategies to support these learners. Professional development and time is set aside for learning new techniques, collaboration and strategies - leadership ensures that they are being implemented through the evaluation process and collaboration. District initiatives and the work of Katie Haycock, McRel, Roland Barth, Costa, Kallick and others have been instrumental to our success. We have a vision of student achievement and we work as a purposeful, professional learning community. It is our teachers that make a difference and provide the magic of learning! We want our students to have a "whole child" experience with many activities that support academics including; music, art, foreign language, clubs, and other extra curricular activities. Our students know we care about them and about their learning and we care about each other as a staff!



HULSTROM OPTIONS

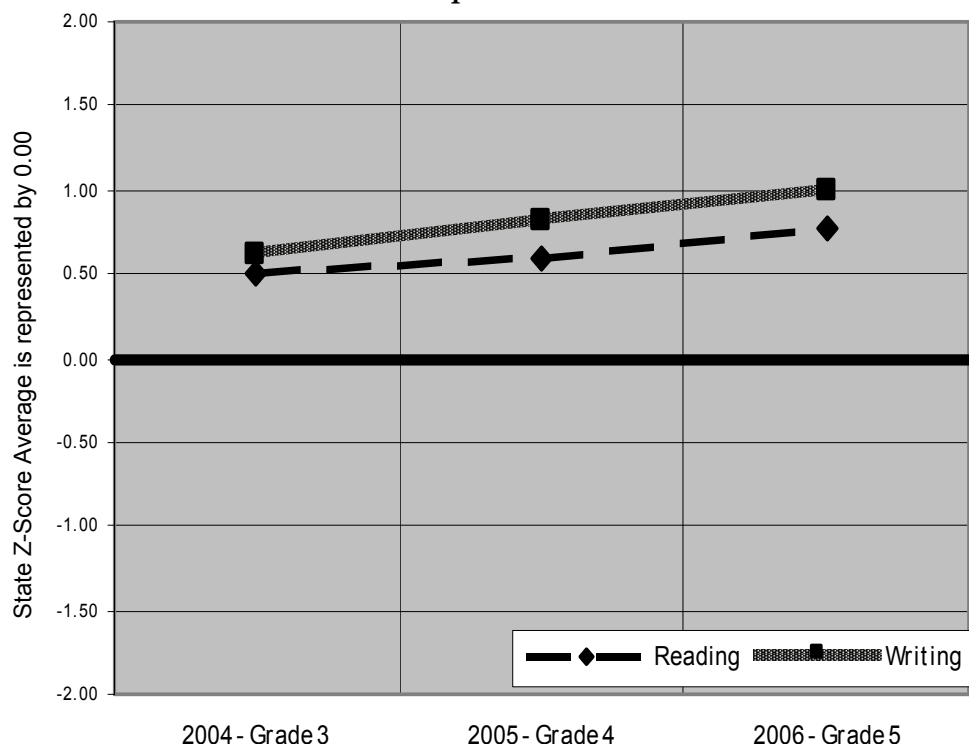
K-8

Adams 12 Five Star

CSAP Reading & Writing Achievement



Hulstrom Option K-8 - Grade 5



10604 Grant Dr.
Northglenn 80233
(720) 972-5400

DEMOGRAPHICS

Grade Level:	K-8
# of Students:	520
Region:	Denver Metro
Charter?	No
Minority:	25%
Non-Minority:	74%
Free/Red. Lunch:	14%

One size does not fit all. Hulstrom Options is a K-8 magnet offering three separate delivery models which converge on the common theme of advanced academic performance. Although we have surpassed our superintendent's goal of 95% performance at grade level or above, we have embraced the philosophy that our work is never done. We continue to be reflective practitioners. Much of our success can be attributed to high expectations, vertical and horizontal teaming, and parental support and communication. Purposeful attention is given to academic need, learning styles, student interest, and the development of the unique school community. We differentiate not only for our learners but for our staff as well. Teachers work to review standards and map the curriculum to ensure that state expectations are met. While our instruction follows district standards, a keen focus is placed on compacting, acceleration, and enrichment. All staff have the sense of responsibility to contribute to the goal of student achievement. Our commitment to analyzing data in sub-content areas and strands means that we can better adapt our instruction to meet the needs of our individual students. As a team we constantly look for creative ways to raise the bar.

90%

or more of Hulstrom
students scored
proficient/advanced
on CSAP from
2004-06



KELLER

ELEMENTARY SCHOOL

Colorado Springs 11

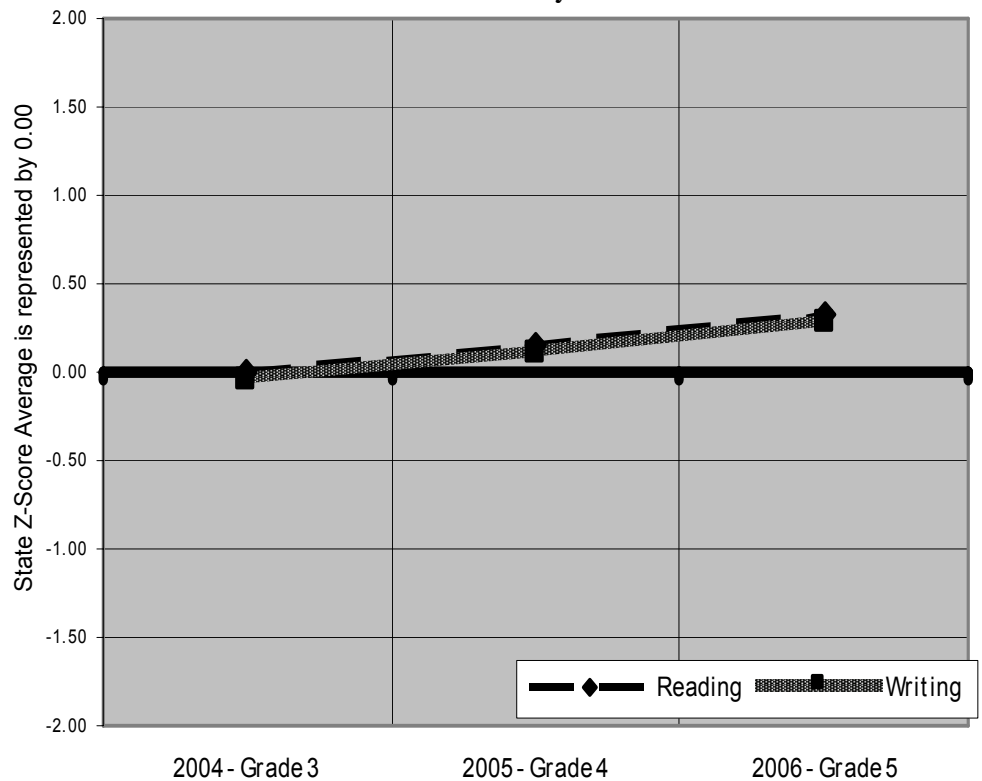
CSAP Reading & Writing Achievement

3730 Montbello Dr.
Colorado Springs 80918
(719) 328-5900

DEMOGRAPHICS

Grade Level: PreK-5
of Students: 568
Region: Pikes Peak
Charter? No
Minority: 34%
Non-Minority: 66%
Free/Red. Lunch: 38%

Keller Elementary - Grade 5



Keller Elementary attributes its success to several areas. Our curriculum is one that is comprehensive and standards-based with an instructional emphasis on literacy development. We have established a school climate that allows staff, parents and community members to collaborate and take ownership in the growth and development of each child. We have implemented a data-driven instructional model (Continuous Quality Improvement) which establishes the teacher as leader of the classroom, the student as worker with routine data collection/analysis and goal setting driving instructional decision making. There is a menu of opportunities to allow instructional differentiation for both high achieving students and those who struggle with learning. While our school serves a high population of students on free and reduced lunch, we do not qualify as a Title School. Keller also hosts an English Language Learner (ELL) center for northeast Colorado Springs. In addition, our school serves as a center for students diagnosed with Pervasive Developmental Disorders (PDD).



LAS ANIMAS

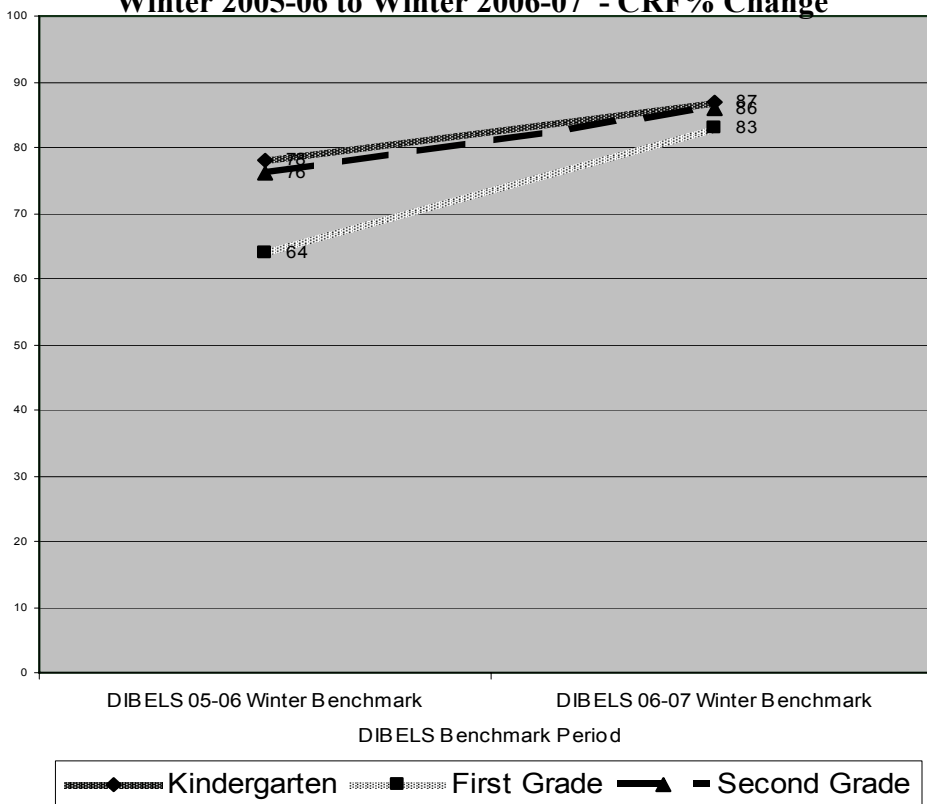
ELEMENTARY SCHOOL

Las Animas Re-1

DIBELS Reading Achievement



Las Animas DIBELS
Winter 2005-06 to Winter 2006-07 - CRF% Change



530 Poplar Avenue
Las Animas 81054
(719) 456-1862

DEMOGRAPHICS

Grade Level:	K-5
# of Students:	246
Region:	Southeast
Charter?	No
Minority:	50%
Non-Minority:	50%
Free/Red. Lunch:	82%

Over a three year period, Las Animas Elementary School is proud to have increased CSAP Reading scores by 30%. We credit several factors in achieving this success such as a curriculum that is aligned, the use of pacing maps and overall curricular focus on reading. Teachers employ specific strategies in their classroom and leadership understands the need for consistent staff development. Teachers use assessment data to help drive instruction. Collaboration is key to meeting students' needs. Focusing on these educational areas has allowed the staff to help over 85% of our students maintain grade level achievement in reading. The past year we have targeted our efforts in reaching the other 15%.





LOVELAND

HIGH SCHOOL

Thompson R-2J

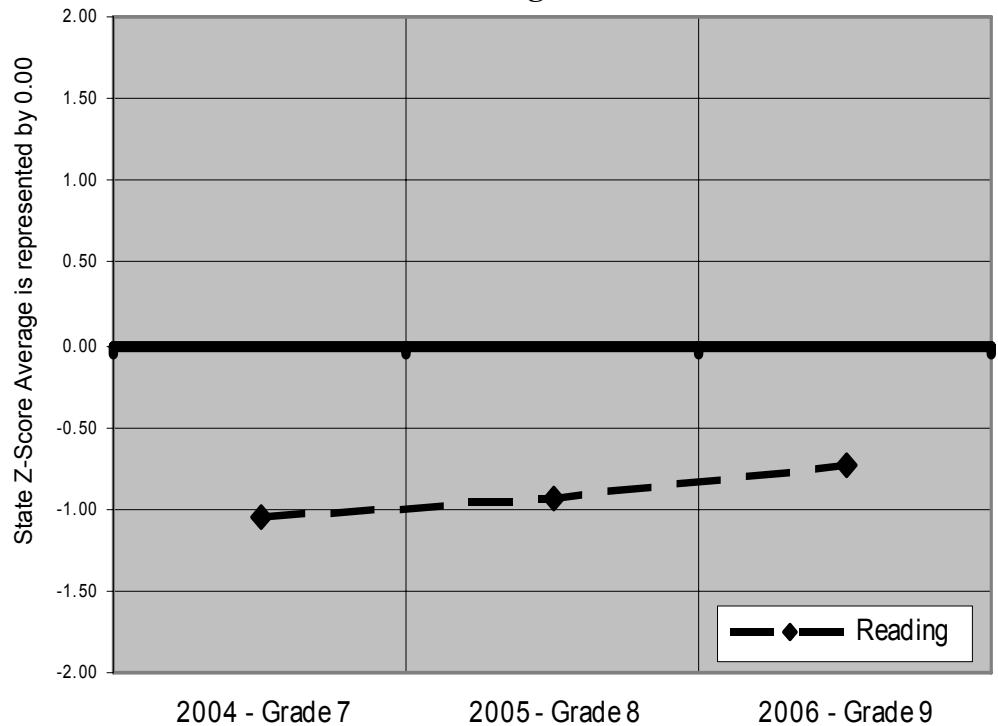
CSAP Reading Achievement with Students on IEPs

920 West 29th Ave.
Loveland 80538
(970) 613-5200

DEMOGRAPHICS

Grade Level: 9-12
of Students: 1,536
Region: North Central
Charter? No
Minority: 13%
Non-Minority: 87%
Free/Red. Lunch: 21%

Loveland High - Grade 9



In 2003, Loveland High School staff committed to a three-year building-wide literacy staff development program built on evidence-based practices. A literacy cadre, consisting of eight staff members, received training by members of the Public Education Business Coalition (PEBC) in Denver, Colorado on research based thinking strategies. The cadre, in turn, trained teams of building staff who then infused the thinking strategies into their classes. Within three years seven thinking strategies were infused across the entire curriculum by all teachers for all students. In addition to exposure to these strategies in classes, a single simple principle was adopted for students on an IEP who did not score proficient in reading on the CSAP. That principle being: Reading is a skill – and the more you use it, the better you get at it. Given that, schedules were developed with before, during and after CSAP targets in mind that included specialized whole class, small group and individual reading instruction for each student under the direction of a Reading Specialist and carried out by Resource teachers and classroom aids. The end result has not only been a marked impact on test scores but improved self-confidence and general reading ability for these struggling readers.



MEAD

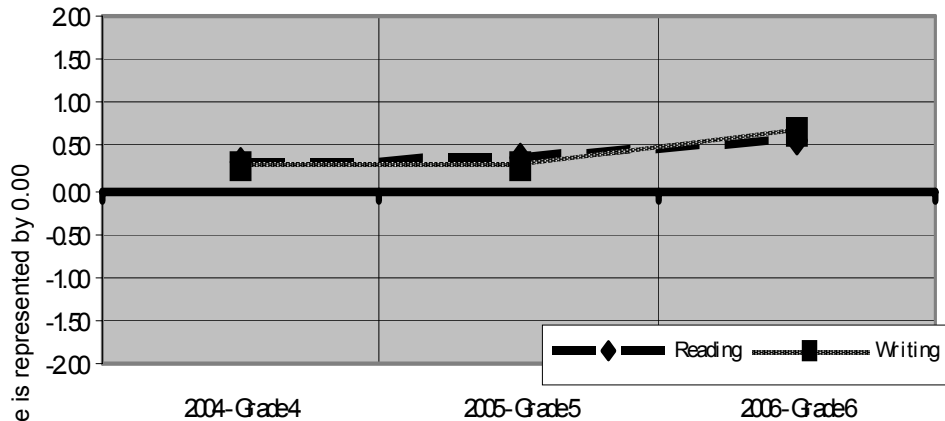
MIDDLE SCHOOL

St. Vrain Valley RE 1J

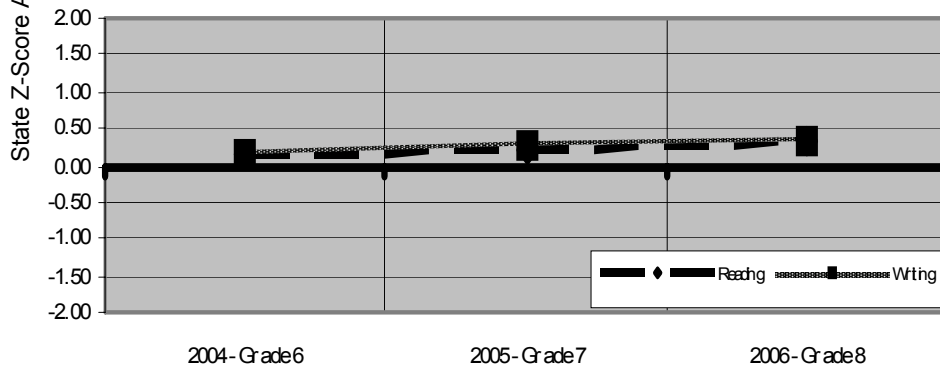
CSAP Reading & Writing Achievement



Mead Middle - Grade 6



Mead Middle - Grade 8



620 Welker Avenue
Mead 80542
(970) 535-4446

DEMOGRAPHICS

Grade Level:	6-8
# of Students:	319
Region:	North Central
Charter?	No
Minority:	11%
Non-Minority:	89%
Free/Red. Lunch:	12%

Mead Middle School has developed a reading culture that permeates the school community. Students have an incredible love of reading and read an average of 45 books during middle school. The entire school is committed to literacy achievement. Our successful reading program is a direct result of how people, money, and time are leveraged. All teachers teach an Advisory class, which primarily consists of thirty minutes of sustained silent reading every day. Every teacher is trained to teach literacy lab, and use these skills in all classes. The literacy coach teaches literacy lab and English in addition to coaching teachers. A large portion of the day is committed to reading. Advisory is 30 minutes each day and Language Arts classes are 85 minutes per day. Language Arts at 7th and 8th grade is team taught by two English teachers who also team teach social studies creating seamless integration. Literacy is also highly supported in all classes including electives. Monetarily, reading is supported by 22% of the building budget and each year the Parent Advisory Council highly supports the program. The success of the reading program is a product of the entire school community's dedication to reading achievement.





ROOSEVELT EDISON

CHARTER SCHOOL

Colorado Springs 11

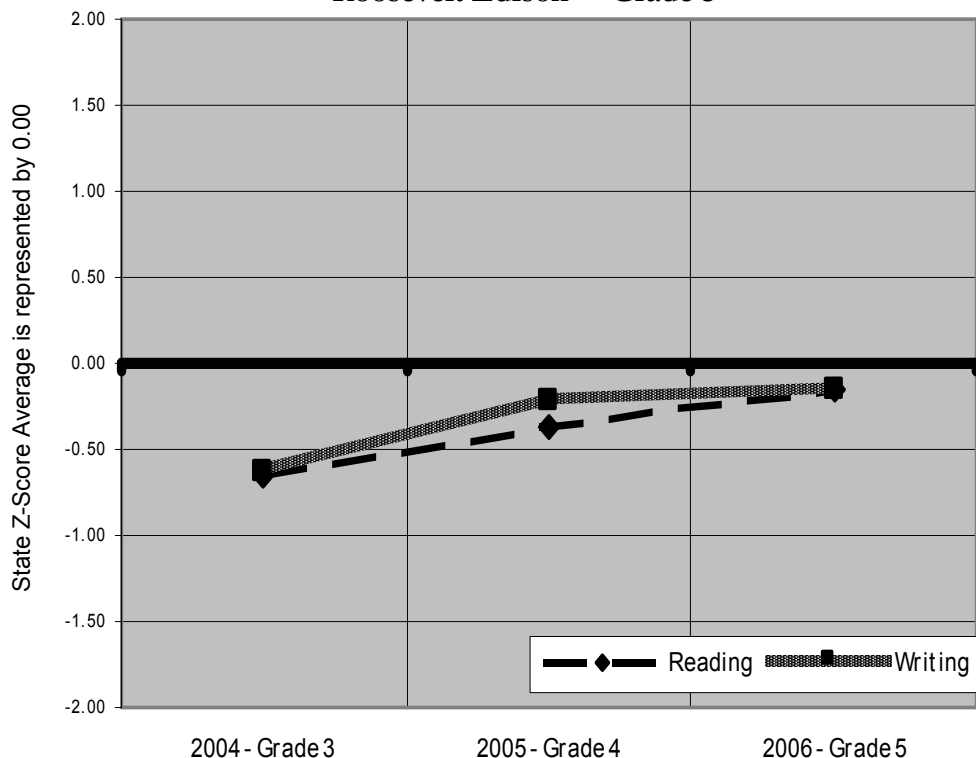
CSAP Reading & Writing Achievement

205 South Byron Dr.
Colorado Springs 80910
(719) 637-0311

DEMOGRAPHICS

Grade Level: K-5
of Students: 618
Region: Pikes Peak
Charter? Yes
Minority: 80%
Non-Minority: 20%
Free/Red. Lunch: 83%

Roosevelt Edison - Grade 5



The mission of our school is to provide a world class education to all students. Roosevelt attributes success to: strong leadership, teacher accountability, professional development, progress monitoring, extended day/year tutoring and parent involvement. Through the vision and leadership of Dr. Broadnax, the school is unified as a team to focus on achievement. For example, daily lunch and specials schedules are designed around the reading block, which is the first priority. The efficient use of resources and staff are strategically determined for the best academic outcome. The teaching staff is required to intimately know their content standards and to be adept in teaching them to mastery. Professional development mirrors the specific curricular strengths and weakness. Consistent administrative classroom visits and monthly grade-level progress monitoring meetings ensure classroom implementation. Roosevelt also has a variety of extended day opportunities. With the help of Title funds, approximately 100 students attend after school tutoring or Saturday Academy and in June, Summer Academy convenes with an average of 100 students. This year, Jump Start will invite some students to get a head-start two weeks early. Along with the efforts of an outstanding staff, it is pulled together with parent involvement such as volunteering or attending Parents' Club, Family Literacy classes and Parent Education Nights.



SHANNER

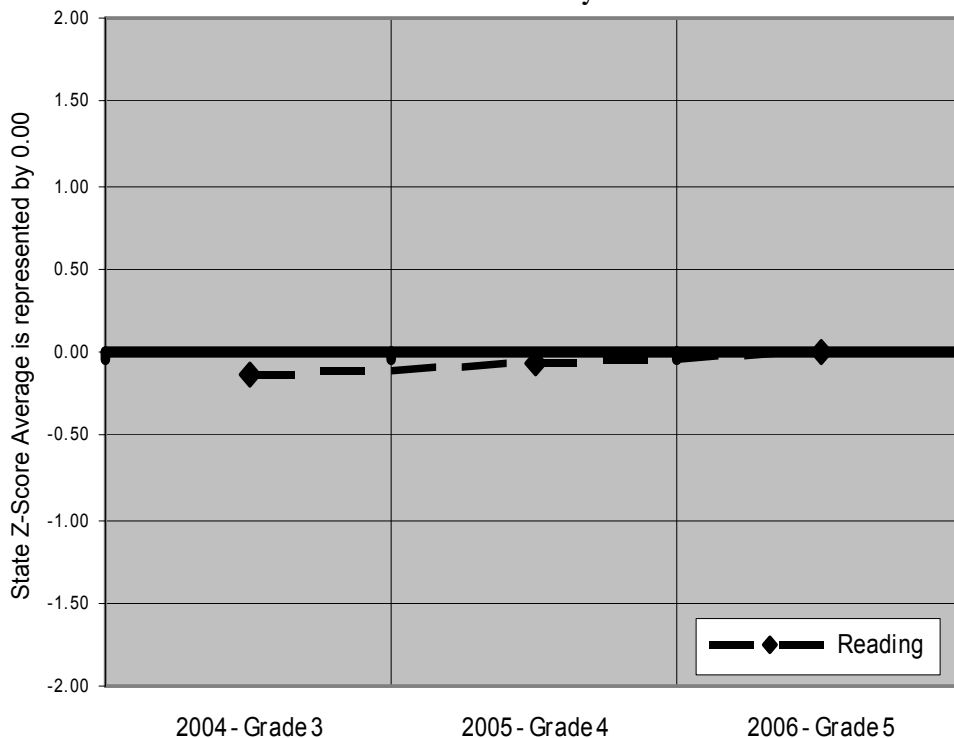
ELEMENTARY SCHOOL

Holly RE-3

CSAP Reading Achievement



Shanner Elementary - Grade 5



P.O. Box 608
Holly 81047
(719) 537-6662

DEMOGRAPHICS

Grade Level:	PreK-6
# of Students:	175
Region:	Southeast
Charter?	No
Minority:	45%
Non-Minority:	55%
Free/Red. Lunch:	71%



**NATIONAL Title I
Distinguished School**
**Shanner Elementary School,
Holly, Colorado**
Closing the Achievement Gap

With a poverty rate of 71.62%, Shanner is the top Colorado school in closing the achievement gap between students eligible for free or reduced lunch and those that are not eligible.

Overall our success comes down to one encompassing concept, Reading First. Not necessarily the Reading First grant, although the schools could not have done without the money and high-quality staff development, but to the concept and commitment to changing Shanner's processes, staff development and coaching models, use of data, and allocation of human resources and budgets to ensure that reading comes first for all kids. We believe that nothing will determine a child's future more than being a successful reader. The instructional components of our schedule are key. The first critical component being our Acceleration Team. This team is comprised of the coaches, special education and Title I teachers, the Principal and specifically trained ELL, Library and Title I Paraprofessionals. Their focus is extension of every classroom providing three differentiated, instructional models to the classroom teacher. The programs range in delivery from flooded instruction, intervention outside the classroom, and highly intensive intervention using various approaches.

The staff also believes that Professional Development Learning Communities are essential. These PD teams are grouped into K-1, 2-3 and 4-6. Everyday teachers have 45-minutes together, during which they study student's individual needs. Finally, the Shanner community never forgets one major principle; everything, no matter how tough it is, it is not about us, it is about kids.





SPANN

ELEMENTARY SCHOOL

Pueblo City 60

DIBELS Reading Achievement

2300 East 10th
Pueblo 81001
(719) 544-3590

DEMOGRAPHICS

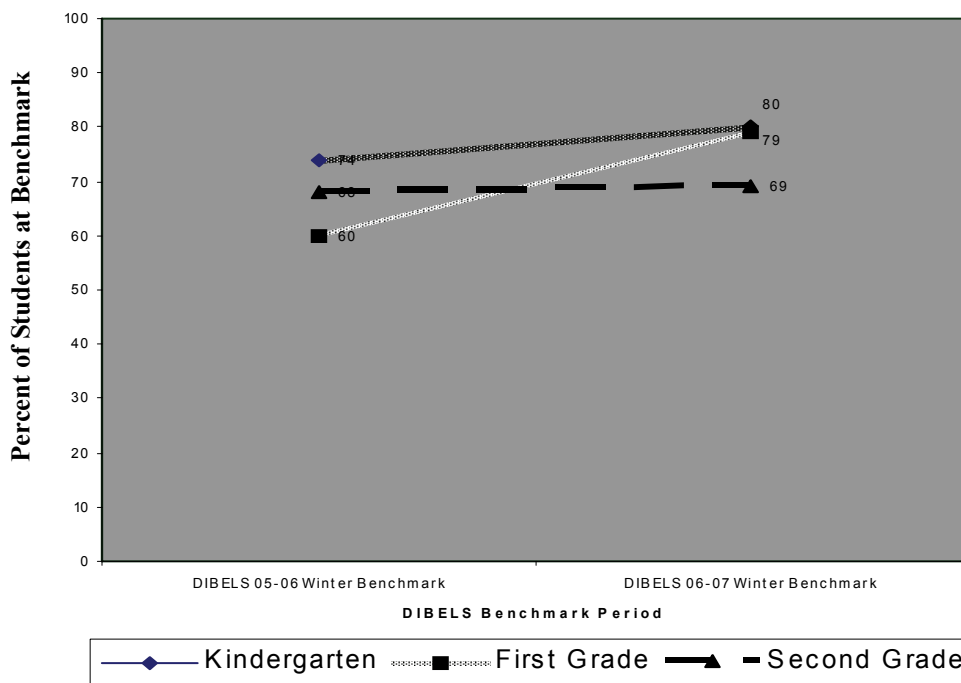
Grade Level: PreK-8
of Students: 314
Region: Pikes Peak
Charter? No
Minority: 85%
Non-Minority: 15%
Free/Red. Lunch: 87%



**2005-2006
Title I
Distinguished
Teacher**

Shiela Perez, 3rd grade teacher at Spann Elementary “motivates students through her own enthusiasm for learning and teaching. Her creative lesson planning, continual support of her students’ learning needs, interaction and relationships with both students and their families ultimately promotes positive student achievement.”

**Spann Elementary DIBELS
Winter 2005-06 to Winter 2006-07 - CRF% Change**



When you wish upon a star...makes no difference who you are...even if you are a school with a high level of poverty students, minority students, English language learners and mobility rates. Four years ago, Spann School put its faith and hopes on a shooting star. That shooting star consisted of mostly inexperienced educators and the promise from Colorado Reading First (CRF) to provide them with professional development in the most up-to-date Scientifically Based Reading Research (SBRR). In an endeavor to prevent reading difficulties and accelerate student learning, Spann worked to create and sustain a comprehensive literacy program that is founded on SBRR and the inexperienced educators that trusted their hearts and CRF to become *our true shooting stars* – highly effective instructors of literacy. Spann recognized the need to align all programs, personnel and materials. Everyone in the school uses data to guide instructional decisions for each and every student. There is a focus on training and *retaining* highly skilled teachers to ensure that all students achieve grade level learning goals. Sometimes wishes can be granted in the most unexpected ways.



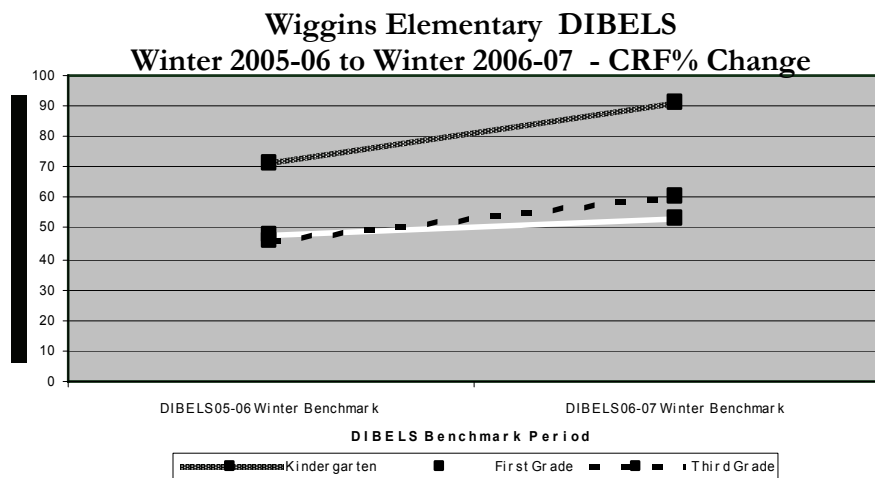
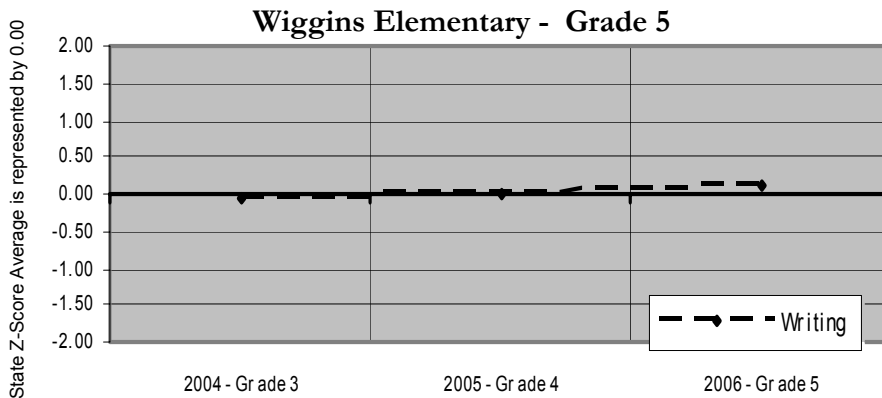
WIGGINS

ELEMENTARY SCHOOL

Wiggins RE-50(J)



CSAP Reading & Writing Achievement



415 Main Street
Wiggins, CO 80654
(970) 483-7784

DEMOGRAPHICS

Grade Level:	PreK-6
# of Students:	328
Region:	North Central
Charter?	No
Minority:	25%
Non-Minority:	75%
Free/Red. Lunch:	42%

There are many facets that contribute to the successes in reading gains at Wiggins Elementary. One primary contributor is the dedication and focus of the entire instructional staff. In 2003 our school began implementing Balanced Literacy in reading and writing, following the National Literacy Coalition model. Teachers completed intensive training in the model, and ongoing training and coaching continued through 2005. Differentiated instruction, with whole group, small group, and guided practice, gave our teachers many tools to help all students achieve and learn at their own levels of need. Last year, our school began the Colorado Reading First initiative. More focus and explicit and systematic instruction has been a key ingredient the past two years. We have also adjusted our paraprofessional schedules (leveraging district budgets) to make flexible small group instruction a priority. With our paraprofessionals, our Title I teacher, and our Reading Intervention Teacher, our current flooding model should provide continued gains for this year and for next year. Our schedule includes 90 minute, uninterrupted blocks of reading instruction, with additional time provided for students reading below benchmark. Continual Grade-Level and Building Leadership Team Meetings have also played an important role in discussing student data, associated teaching strategies to adjust instruction, based on the data.

Significant
gains in
6th Grade
Writing.



WILLOW CREEK

ELEMENTARY SCHOOL

Cherry Creek 5

CSAP Overall Scores

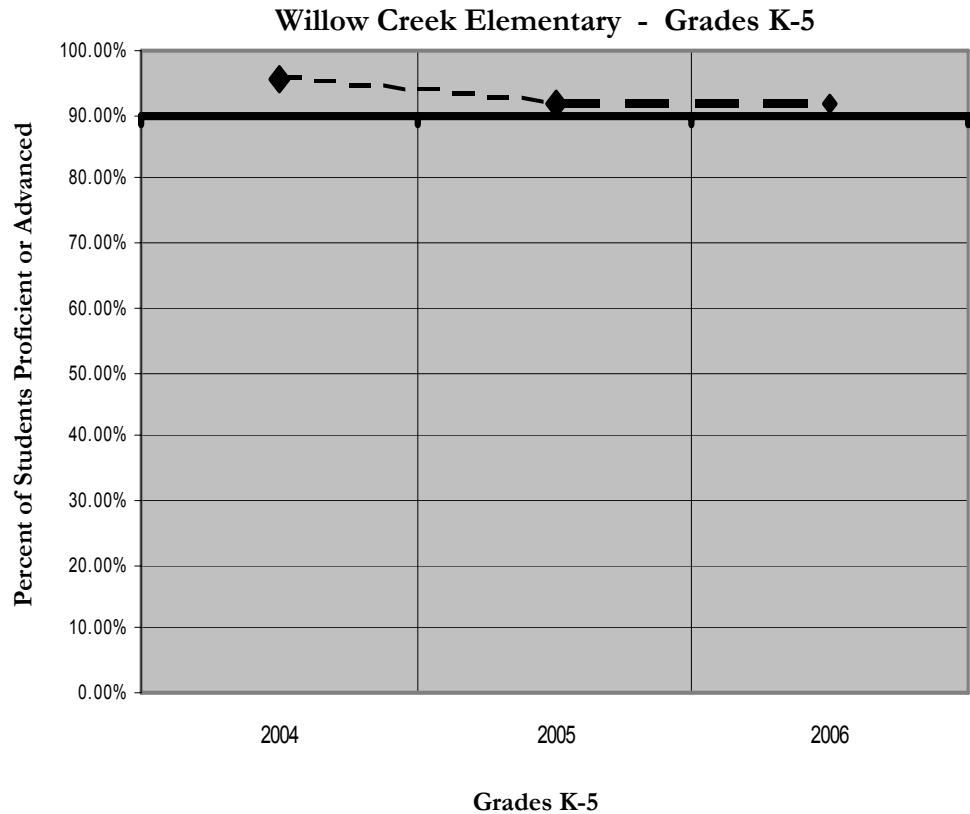
7855 South Willow Way
Centennial 80112
(720) 554-3900

DEMOGRAPHICS

Grade Level: PreK-5
of Students: 533
Region: Denver Metro
Charter? No
Minority: 14.0%
Non-Minority: 85%
Free/Red. Lunch: 7%



The *No Child Left Behind* Blue Ribbon Schools program recognizes schools that make significant progress in closing the achievement gap or whose students achieve at very high levels.



The staff at Willow Creek Elementary School utilizes a wide range of research-based instructional methods to teach reading, tailored to meet all students' needs. The methods are closely aligned with the five essential reading components, including phonemic awareness, phonics, comprehension, vocabulary, and fluency, addressed by Colorado Model Content Standards for teaching reading. Our reading program allows for continuity of instructional practices across all grade levels. *Wilson Foundations* and *Guided Reading* is used at the primary levels. Our reading specialist provides extended programming for primary students in need of additional service in small group settings. As students progress to the intermediate grade levels, the program is expanded. The intermediate level teachers provide supplemental instruction in the form of before- or after-school Proficiency Centers to assist students in need of additional support. In the intermediate levels, teachers work to individualize and differentiate instruction through the use of written response in novel study format. Our school's licensed librarian has assembled an extensive collection of books in our library, supplemented by Renaissance Learning's *Accelerated Reader* program. Parent involvement is considered to be an essential component of our reading program and the library coordinates school-wide efforts to encourage active student reading on a daily basis.



WYATT-EDISON

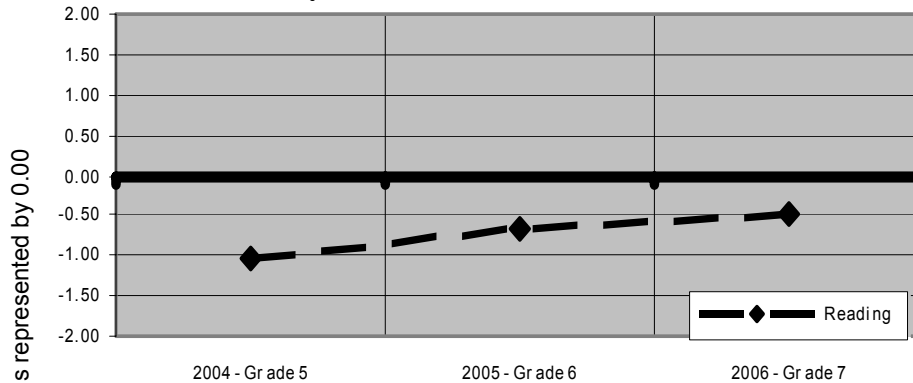
CHARTER ELEMENTARY SCHOOL

Denver County 1

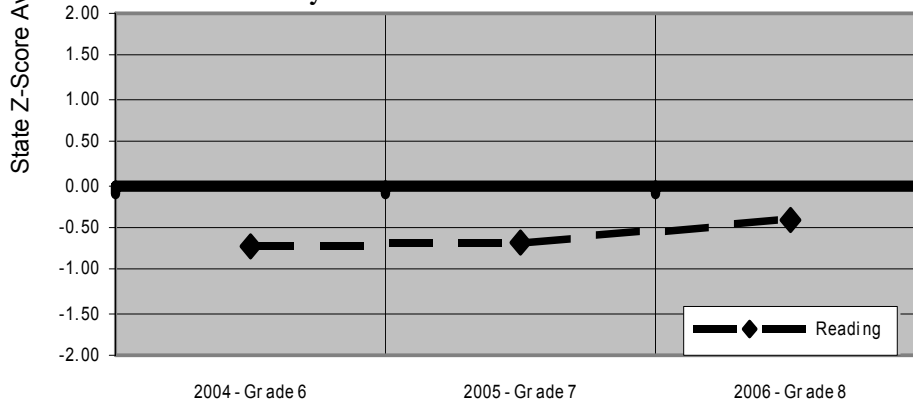
Reading Achievement



Wyatt Edison Charter- Grade 7



Wyatt Edison Charter - Grade 8



3620 Franklin St.
Denver 80205
(303) 292-5515

DEMOGRAPHICS

Grade Level:	K-8
# of Students:	677
Region:	Denver Metro
Charter?	Yes
Minority:	98%
Non-Minority:	2%
Free/Red. Lunch:	89%

For a school to break out of the barrier of obstacles and make great progress in student achievement so that no child will be left behind, it is necessary to leverage all available resources (people, money, and time). The Wyatt-Edison staff is united behind a common vision "to empower and expect every student to achieve at a high level." Extensive daily professional development is conducted for staff to ensure that each staff member has the skills to provide effective instruction. All teachers implement a reading skills' calendar across the curriculum. Students, 2nd-8th grades, take monthly on-line benchmarks in reading that are aligned to the Colorado standards. The information, broken down by strands, is purposefully embedded in the reading instruction. All students participate in 90-minute daily, uninterrupted reading/writing blocks that are focused and intense. Students who are not achieving are selected to participate in tutoring during and after school and Saturday school.

An after school program is available for all students, which entails one hour of reading reinforcement. It takes the unwavering dedication of many individuals to work very hard, everyday, to ensure that each and every student is learning and progressing.



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COLORADO DEPARTMENT OF EDUCATION

Office of Learning and Results
201 East Colfax Avenue
Denver, CO 80203
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